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ABSTRACT

Under the California Assembly Bill 665 of 1972, the state assessment program must test all students in grades 1, 2, 3, 6, and 12 in reading skills, and those in grades 6 and 12 to assess their skills in effectiveness of written expression, spelling, and mathematics. The state may develop its own tests, and a matrix sampling approach may be used for collecting data. This document contains a listing of the content skill areas which were used to form the basis for the three reading tests: the Reading Test for grades 2, and 3, the Survey of Basic Skills for grade 6, and the Survey of Basic Skills for grade 12. It was prepared primarily as an aid in interpreting a school or district test report, but it may also be used as an example of what might constitute a good reading program. (BW)

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# Test Content Specifications for California State Reading Tests

GRADES TWO, THREE, SIX, AND TWELVE

# Test Content Specifications
## for California State Reading Tests Grades Two, Three, Six, and Twelve

*Prepared under the direction of*
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# Preface

In 1972 the California Legislature modified the state testing law (AB 665) to permit the introduction of state-developed tests which could be administered on a matrix sampling basis. This change was effected to determine more accurately the degree to which the objectives of California schools were being met. Under this new approach, the tests could be tailor-made for California, and the matrix sampling procedure would permit broader coverage of the content areas, yet require less student time for taking the tests.

This document contains a listing of the content skill areas which were used to form the basis for the three reading tests constructed for use in the California Assessment Program. The three tests developed are the following:

- o Reading Test -- administered annually in early May to all second and third grade public school pupils in California.
- o Survey of Basic Skills: Grade 6 -- administered annually in late April to all sixth grade pupils. In addition to the reading portion, this test also includes subtests in effectiveness of written expression, spelling, and mathematics.
- o Survey of Basic Skills: Grade 12 -- first administered in January, 1975, and annually thereafter to all high school seniors. Like its counterpart for pupils in the sixth grade, the Survey measures student achievement in reading, effectiveness of written expression, spelling, and mathematics.

Two other documents contain a list of the content and skill areas which formed the basis for the construction of the mathematics and written expression and spelling portions of the tests developed for grades six and twelve. The titles of those publications are:

- o Test Content Specifications for the Survey of Basic Skills, Mathematics, Grades Six and Twelve
- o Test Content Specifications for the Survey of Basic Skills, Written Expression and Spelling, Grades Six and Twelve

The documents are available at the following address: California Assessment Program, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814; phone (916) 322-2200.

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# Introduction

This document has been prepared primarily as an aid in interpreting a school (or district) test report. Although the test reports have names assigned to reporting categories, this document contains further definitions of what each skill area encompasses and what kinds of items are used to measure skill in that area.

The reader may also use the specifications in this document as an example of what might constitute a good reading program. A district that is planning to revise its curriculum or develop reading objectives might use this document as a starting point, organizational basis, or conceptual framework for writing its own local objectives. However, it should not be used separately and apart from the document from which the specifications were derived; that is, the document which should serve as the main source of direction for revising a program, namely, the Framework in Reading for Elementary and Secondary Schools in California. The test specifications are not intended as minimal objectives nor do they represent a state-mandated program or curriculum.

## Development of Test Specifications

The first step in determining the content to be selected for the reading tests was the establishment of two advisory committees to assist the Office of Program Evaluation and Research in developing the test specifications. The names of the members of those committees are listed in the Appendix.

## Selection of Skills

The committees' first tasks were to review and outline the Framework in Reading, state-adopted instructional materials, and reading objectives submitted by school districts in California. Program objectives were selected which appeared to be common across most instructional materials and across most of the school districts' curricula. (One general finding was that although there is much variety in the methods and materials used in teaching reading in the state, there is a great uniformity in the objectives to be achieved.)

The program objectives were arranged into content areas; subobjectives and skills were defined for each content area. The objectives, subobjectives, and skills were incorporated in a document entitled Basic Objectives for the California State Reading Tests for Grades 2, 3, 6 and 12. The document was reviewed by personnel in 171 randomly selected school districts. District representatives were asked to comment on the clarity with which objectives and skills were described and on the placement of skills at a particular grade level. The content of this publication reflects the modifications suggested by the district personnel, and it includes additional illustrative items.

## Selection of Reading Test Items

The California state testing law requires that tests administered in the second and third grades have national norms for comparison. For this reason it was necessary to select previously normed items for the California test. Thus, the California State Department of Education sent the Content Specifications for Reading to all major test publishers. They responded by submitting more than 1,800 items, each with national norm data, for possible inclusion in the Reading Test. A committee of 17 teachers screened the items and selected approximately 650 items for consideration. The teachers

reviewed the items for clarity, for match with the content in the Basic Objectives, and for general suitability. The items were also screened for those which might miscue children who speak nonstandard English dialects. The staff of the Office of Program Evaluation and Research then selected items based on their statistical properties for inclusion in the forms of the Reading Test. These items were reviewed by linguistic experts to determine whether an item might be answered incorrectly because of its phrasing rather than the pupil's lack of knowledge. Those that were judged biased were replaced with other items measuring the same skills. A small number of skills which were identified in the Basic Objectives were not assessed the first year because no items which tested those skill areas were submitted.

For example, in the first version of the test, the only study-locational skill measured was alphabetizing skill. However, revisions have resulted in more comprehensive coverage of the study-locational skills category so that the new test now measures skills in other areas as well; for example, how to use a table of contents. Accompanying each school report is a document detailing which skills are measured and the number of items in each skill area.

## Selection of Reading Items for the Survey of Basic Skills

In developing the sixth and twelfth grade tests, it was decided to select as many items as possible from those items submitted by major test publishers. For that reason a majority of the reading items in the Survey of Basic Skills were selected from nationally standardized tests. In response to a request from the Office of Program Evaluation and Research, major test publishers submitted items according to the content specifications for reading for possible inclusion in the test.

Committees of teachers from throughout the state reviewed and screened the items. In each instance, the items were reviewed for clarity, for match with the test specifications, and for general suitability. The staff of the Office of Program Evaluation and Research then selected items based upon their content coverage and statistical properties for inclusion in the Survey of Basic Skills. Additional screening excluded items which might miscue students who speak a nonstandard English dialect and items which contained terminology or phraseology which would lead to an incorrect answer by a student. Those that were judged to have a possible bias were either modified or replaced by other items measuring the same skills.

As was the case with the Reading Test, a number of skill areas which are included in this document were not measured the first year because satisfactory items were not available to measure these skills. In the first version of the sixth grade Survey, all comprehension items, for example, were based upon prose passages. Since that time, comprehension items based on poetry have been written and field-tested for replacement in later versions. Accompanying each school report is a document detailing which skills are measured and the number of items in each skill area.

## Organization of Test Content Specifications

Reading skills have been divided into four principal skill areas: word identification, vocabulary, comprehension, and study-locational skills. Each of these principal skill areas is then further divided into subskills. For example, reading comprehension is approached at three levels: literal, interpretive, and critical. Within each of these three comprehension areas, skills may be further defined as: detail, sequence, cause and effect, main idea, cognitive outcomes, and author's direction and purpose.

The grade level indicates where that skill may appropriately be tested for program evaluation. Word identification skills, for example, are included in the test at grades two and three only because those are the grade levels where instruction is focused on these skills. Each skill is illustrated with a general performance mode and a specific item.

# Test Content Specifications for California State Reading Tests
# Grades Two, Three, Six, and Twelve

## 1.0 WORD IDENTIFICATION

| Subskills/Content | Grade Level 2-3 | Grade Level 6 | Grade Level 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 1.1 Sight Words (Identifying specific words at sight) | X | | | Given a word and a series of three pictures, the student will select the picture that depicts the word. | carrot |
| 1.2 Phonetic Analysis (Decoding letter-to-sound correspondence) | | | | | |
| 1.2.1 Consonants (Any meaningful speech sounds other than vowels) | | | | | |
| a. Single (One letter) | X | | | Given a word orally and a specified letter-to-sound correspondence in that word, the student will select another word with the same letter-to-sound correspondence from a list of 3-5 words. | Which of the following words has the same beginning sound as bank?<br>A. bim<br>B. pag<br>C. dur |
| b. Blend (Two or more letters which occur together with no intervening vowels. The individual sounds of the consonants are heard in the pronunciation of the blend cluster.) | X | | | Given two words orally, the student will select from a list of 3-5 possible answers the combination of letters common to both words. | Which one shows the sound you hear in both of these words? swing and sweet<br>A. tw<br>B. sw<br>C. sh |
| c. Digraphs (Two consonant letters used to represent a single speech sound) | X | X | | Given two words orally, the student will select from a list of 3-5 possible answers the combination of letters common to both words. | Which one shows the sound you hear in both of these words? which and whether<br>A. th<br>B. ch<br>C. wh |
| d. Variant Sounds (Letters which signal more than one speech sound; e.g., c, s, and g) | X | X | | Given a word orally and a specified letter-to-sound correspondence in that word, the student will select from a list of 3-5 words another word with the same letter-to-sound correspondence. | Which of the following words has the same beginning sound as germ?<br>A. got<br>B. gave<br>C. giant |

1.0 WORD IDENTIFICATION (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 1.2 Phonetic Analysis (Cont.) | | | | | |
| 1.2.1 Consonants (Cont.) | | | | | |
| e. Silent (Unsounded letters; e.g., the "k" in known) | X | X | | Given a list of 3-5 words, the student will select the word with a silent letter. | Which one has a letter which is silent?<br>A. sign<br>B. star<br>C. jump |
| 1.2.2 Vowels (All open or unobstructed speech sounds) | | | | | |
| a. Long (Vowel sounds which are produced by wide guttural throat opening) | X | X | | Given two words orally, the student will select from a list of 3-5 possible answers, the combination of letters common to both words. | Which one shows the sound you hear in both of these words? sheep and street<br>A. ee<br>B. sh<br>C. oo |
| b. Short (Vowel sounds when throat is more restricted than with long vowel sounds) | X | X | | Given a word orally and a specified letter-to-sound correspondence in that word, the student will select another word with the same letter-to-sound correspondence from a list of 3-5 words. | Which one has the same sound in its middle as bug?<br>A. her<br>B. sun<br>C. cute |
| c. Diphthongs (Two consecutive and separate vowel sounds with the syllable voiced by sliding from one vowel sound to the other) | X | X | | Given two words orally, the student will select from a list of 3-5 possible answers, the combination of letters common to both words. | Which one shows the sound you hear in both of these words? spoil and royal<br>A. oi<br>B. ai<br>C. ou |
| 1.2.3 Spelling Patterns (Letter and sound combinations used in forming words) | X | X | | Given a word orally and specified letter-to-sound correspondence in that word, the student will select another word with the same letter-to-sound correspondence from a list of 3-5 words. | Which one rhymes with rub?<br>A. rug<br>B. tub<br>C. love |
| 1.3 Structural Analysis (Decoding word elements and letter/sound correspondence) | | | | | |
| 1.3.1 Root Words (The foundation word to which prefixes or suffixes are added) | X | X | | Given 3-5 examples of words or word elements, the student will select the root word. | Which one is a root or base word for coming?<br>A. comt<br>B. come<br>C. canning |

1.0 WORD IDENTIFICATION (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 1.3 Structural Analysis (Cont.) | | | | | |
| 1.3.2 Prefixes (a word element placed in front of a root word to change its meaning) | X | X | | Given a word with a prefix, the student will choose the best definition of the word from a list of 3-5 choices. | Choose the best definition for the following word: presale<br>A. To sell at a discount<br>B. To take a boat ride<br>C. To offer an item for sale in advance<br>D. To preorder a sale |
| 1.3.3 Suffixes (A word element added to the end of a root word to change its meaning) | | | | | |
| a. Derivational (A suffix that changes a word from one part of speech to another) | X | X | | Given a word with a derivational suffix, the student can place the word in the correct sentence context from a list of 3-5 choices. | In which sentence would you use the following word? its<br>A. _____ too early to go.<br>B. _____ his book.<br>C. The book fell off _____ shelf. |
| b. Inflectional (A suffix used to form plurals and possessives of nouns, to indicate verb tense, and to form the comparative and superlative of adjectives) | X | X | | Given a word with 3-5 inflectional endings, the student can choose the word with the correct form for the context of a given sentence. | John will _____ Mary the ball.<br>A. gave<br>B. give<br>C. giving<br>D. gives<br>E. given |
| 1.3.4 Compound Words (Two words when combined form another word meaning) | X | X | | Given a list of 3-5 words, the student will select the word which is a compound. | Choose the compound word from the following list:<br>A. snowy<br>B. snowing<br>C. snowball<br>D. snowed |
| 1.3.5 Contractions (Combining two words which use an apostrophe to replace one or more letters) | X | X | | Given a contraction and a list of phrases, the student will select the phrase which is equivalent to the contraction. | Which one goes best with it's?<br>A. it was<br>B. it is not<br>C. it is<br>D. belongs to it |
| 1.3.6 Syllabication (The process of dividing a word into its basic sound units) | | X | | Given a word, the student will identify the number of syllables in the word. | How many syllables do you hear when you say the word watermelon?<br>A. 2<br>B. 3<br>C. 4<br>D. 5 |

1.0 WORD IDENTIFICATION (Continued)

| Subskills/Content | Grade Level 2-3 | Grade Level 6 | Grade Level 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| **1.3 Structural Analysis (Cont.)** | | | | | |
| 1.3.7 Accent Marks (Marks used to indicate stress) | | X | | Given a syllabicated word with accents in different positions, the student will select the correct position. | Choose the correct way to accent the word transportation.<br>A. trans´ por ta tion<br>B. trans por´ ta tion<br>C. trans por ta´ tion<br>D. trans por ta tion´ |
| 1.3.8 Derivatives (English words formed from other base words in other languages) | | X | | Given a base word from another language common in English words, the student can select the correct meaning for that word from a list of 3-5 choices. | Which one of the following words is closest in meaning to the word solar?<br>A. space<br>B. sun<br>C. star<br>D. planets<br>E. moon |

# Test Content Specifications for California State Reading Tests
## Grades Two, Three, Six, and Twelve

### 2.0 VOCABULARY

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 2.1 Semantics (Determining the meaning of a word by knowledge of its common usage) | | | | | |
| 2.1.1 Denotation (Literal meaning) | X | X | X | Given a phrase or a sentence with one word underlined and a set of 3-5 alternatives, the student will select the alternative that indicates the correct meaning, using the content of the phrase or sentence. | What means the same as the word that is underlined?<br>It happened in the <u>past</u>.<br>A. yesterday<br>B. today<br>C. tomorrow |
| 2.1.2 Connotation (Implied feeling tone) | X | X | X | Given a phrase or a sentence with one word underlined and a set of 3-5 alternatives, the student will select the alternative that indicates the implied feeling tone, using the content of the phrase or sentence. | She was like a <u>mother</u> to him.<br>A. mean<br>B. kind<br>C. strict |
| 2.1.3 Relational | | | | | |
| a. Synonyms (Words with nearly the same meaning) | X | X | X | Given a phrase or a sentence with one word underlined and a set of 3-5 alternatives, the student will select the alternative that indicates the correct meaning, using the content of the phrase or sentence. | What means the same as the word that is underlined? The lesson is <u>over</u>.<br>A. finished<br>B. new<br>C. above<br>D. fun |
| b. Antonyms (Words that are nearly opposite in meaning) | X | X | X | Given a phrase or a sentence with one word underlined and a set of 3-5 alternatives, the student will select the alternative that indicates the correct meaning, using the content of the phrase or sentence. | What means the opposite of the word that is underlined? The room is <u>light</u>.<br>A. bright<br>B. dark<br>C. chain<br>D. wall |

2.0 VOCABULARY (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 2.1 Semantics (Cont.) | | | | | |
| 2.1.3 Relational (Cont.) | | | | | |
| c. Homonyms (Different words with identical sounds) | X | X | X | Given a phrase or a sentence with a missing word and a list of 3-5 choices, the student will select the choice that correctly completes the meaning, using the semantic content of the phrase or sentence. | What word goes in the blank space?<br>I ate _____ much candy on Halloween.<br>A. to<br>B. too<br>C. two |
| d. Homographs (Words with the same spelling but with different pronunciations and meanings) | X | X | X | Given a sentence with a homograph underlined, the student will select from 3-5 choices a word that rhymes with its correct pronunciation. | Which word rhymes with the underlined word?<br>The girls will <u>lead</u> the horses to water.<br>A. fed<br>B. weed<br>C. bread |
| 2.2 Structural (Determining the meaning of a word by using the position of the word in a phrase or a sentence or by using punctuation or capitalization) | | | | | |
| 2.2.1 Context (Determining the meaning of a word by using the meaning of the words around it) | X | X | | Given a series of sentences, the student will select the one that has a different meaning because of the context. | Which is <u>not</u> a baseball play?<br>A. Johnny hit a home run.<br>B. Johnny ran home after school.<br>C. He hit the ball out of the park. |
| 2.2.2. Typographical (Determining meaning by using clues from the mechanics of written expression) | | | | | |
| a. Capitalization (Use of upper case letters) | X | X | | Given a sentence with a word underlined that changes meaning when capitalized, the student will select from 3-5 choices the correct meaning. | John is going <u>East</u>.<br>In the above sentence, the underlined word means:<br>A. a direction<br>B. backwards<br>C. a section of the country |
| b. Punctuation (Use of commas, semicolons, colons, periods, dashes, exclamation marks, apostrophes, quotation marks, and parentheses) | X | X | | Given two sentences with identical words but different punctuation, the student can select the correct meaning for each from 3-5 choices. | (1) Mary said she didn't see you.<br>(2) Mary said, "She didn't see you."<br>Which statement is correct?<br>A. In sentence (1) <u>she</u> refers to Mary.<br>B. In sentence (1) <u>she</u> refers to another girl.<br>C. In sentence (2) <u>she</u> refers to Mary. |

# Test Content Specifications for California State Reading Tests
## Grades Two, Three, Six, and Twelve

### 3.0 COMPREHENSION

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 3.1 Literal Comprehension (Identifying or remembering elements in the material read which have been explicitly stated) | | | | | |
| 3.1.1 Details (Identification of specific facts, such as names, places, times, dates, and events) | X | X | X | The student will identify specific facts about a poem from a list of four alternatives. | If I had a dime, I'd go to the store.<br>I'd pick out a toy truck and then some more.<br>I'd pick a popgun, some pencils, a pen,<br>A bank, a bike, and toy soldier men.<br><br>I'd count my money and count it again.<br>Back go the truck, the gun and the men.<br>Back the pencils, the bank and bike.<br>I guess the pen was just what I like!<br><br>Where did the writer go for toys?<br><br>A. to the neighbors<br>B. to mother<br>C. to the hospital<br>D. to the store |
| 3.1.2 Sequence (Identify order of incidence or actions) | X | X | X | The student will identify the correct sequence in a poem from a list of four alternatives. | What did the writer pick first?<br><br>A. the bike<br>B. the soldier men<br>C. the gun<br>D. the truck |
| 3.1.3 Cause and Effect (Identify stated reasons for certain happenings or actions) | X | X | X | The student will identify the cause from four alternatives, as stated in the passage. | Birds are interesting animals. They live in three different places: on land, on water, and in the air. There are very small birds, like the hummingbird. There are very large birds like the ostrich.<br><br>The ostrich is so heavy that it cannot fly. It weighs about 300 pounds. It can run as fast as a horse. The ostrich is so strong it can carry a man on its back. |

3.0 COMPREHENSION (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 3.1 Literal Comprehension (Cont.)<br>3.1.3 Cause and Effect (Cont.) | X | X | X | The student will identify the cause from four alternatives, as stated in the passage. | Why can't the ostrich fly?<br>A. It can run fast.<br>B. It is too heavy.<br>C. It is very strong.<br>D. It is very large. |
| 3.1.4 Main Idea (Identify a statement in or about a selection which is the central theme) | X | X | X | The student will identify the main idea of a poem from four alternatives. | (Refer to poem in 3.1.1.)<br>This poem is about:<br>A. buying a toy<br>B. pencils and soldiers<br>C. toy trucks<br>D. buying bananas |
| 3.1.5 Cognitive Outcomes (Identify consequences of and predictions from a unit of meaning) | X | X | X | The student will select from four alternatives the prediction made in the editorial. | (Example shown on next page) |
| 3.1.6 Author's Direction and Purpose (Identify point of view expressed in the selection) | X | X | X | The student will select from four alternatives the position stated by the author in the editorial. | (Example shown on next page) |
| 3.2 Interpretive Comprehension (Using ideas and information explicitly stated to paraphrase, infer from, relate, or generalize from elements in the material read) | | | | | |
| 3.2.1 Details (Infer or interpret specific information based on statements made in the selection) | X | X | X | From a simple map, the student will select from four alternatives the inferred detail. | (Example shown on page 12) |
| 3.2.2 Sequence (Infer the order of incidence or actions) | X | X | X | The student will select from four alternatives the next step in the sequence started in the passage. | Early in December Mr. Dark marks some of his pine trees with red tags. The trees with the red tags are cut down and loaded onto big trucks. The trucks take the trees to Christmas Land in the city. At Christmas Land the trees are set up in front of each store.<br>What do you think will be the next thing done to the trees in Christmas Land?<br>A. The trees will be given away.<br>B. The trees will be decorated with bright lights.<br>C. The trees will be sold.<br>D. The trees will be tagged. |

EXAMPLE 3.1.5 (From page 10)

The Sacramento Bee, Vol. 235, No. 38,764, Thurs. March 6, 1975

A DEATH TO MOURN

It is post-mortem time for Sacramento's school bond election.

Less than 30 percent of the city's voters slipped into their polling places Tuesday and quietly killed the $1.35 tax override measure.

Now the cadaver is on the table. But there are reasons it perished.

Sacramento's voters are also Sacramento's homeowners, food buyers, bill payers -- the ones scrambling to come up with mortgage payments, money to pay the phone bill or the $16.95 to buy the pair of shoes that cost $9.95 a few months ago. Some of Sacramento's voters are people no longer worrying about mortgage payments -- they've been foreclosed.

The prime motive for the school bond death is clear enough and it was self-defense.

What was lost in Tuesday's election was a salary boost for teachers, who have not had a full cost-of-living raise in five years, plus a chance to hire some 70 new teachers to help lower the burgeoning student-teacher ratio in the classroom. Also lost was money to buy paper and scissors and maps and films -- and to pay a few more nurses to spot a case of chicken pox on the school yard before it spreads. Things like that.

There are a lot of people gathered around the cadaver this week, each willing to add another line to the autopsy report.

Some say the image of Sacramento schools was tarnished at a critical too-close-to-election time, when parents and even a school board member announced the search for good education might well begin with pulling children out of the city schools.

Some say the teachers didn't paint a vivid enough picture of their economic plight, especially when they were dealing with voters with serious economic plights of their own.

Some say the district doesn't manage its money well enough, no matter how much the voters might give it.

But what we are left with -- after the body has been painstakingly picked apart -- is mourning.

The needs of our children and the people who teach them have not been met.

For whatever reason, they lost.

What are we going to do about the bleak state of Sacramento city schools remains the wrenching question.

While we wait for an answer, perhaps we should ask another question.

How many children are we willing to let reap an inferior education?

What are the predictions made for the schools because of the failure of the school tax election?

A. The schools will have fewer teachers and supplies.
B. The schools can maintain the current level of services.
C. The schools will have more money.
D. The schools will have more teachers and supplies.

EXAMPLE 3.1.6 (From page 10)

The Sacramento Bee, Vol. 235, No. 38,763, Wed. March 5, 1975

THE RED CROSS CALLS 'HELP'

It's a rare incongruity -- for the first time the Red Cross' Sacramento area chapter is saying to the community it serves, "We've got a disaster, please help us," rather than the other way around.

Surely there will be an unstinting community response. Few other organizations have been such stalwart supporters of human need, both in time of disaster and in the ongoing manyleveled services provided to youth, the aged, the infirm and the down-and-outers.

Fittingly, during March, which is traditionally national Red Cross Month, the Sacramento Chapter has launched a fund drive to put it back on a sound business footing after last summer's fire destroyed the old Red Cross headquarters.

The chapter has moved to a new facility at 21st and T Streets. It needs $225,000 to help pay for the new headquarters, so that its operating funds can be used to maintain its varied services from Rocklin, in Placer County, to Isleton at the southern tip of Sacramento County.

Because the new headquarters is only about half the size of the one destroyed by the fire, the Sacramento Chapter is shifting to a more mobile extension of its services into the community.

It has acquired a 40-foot Army multi-use vehicle, refurbished free by a local mobile home builder. The vehicle will be available for emergency work throughout Northern California. Its immediate use is for free blood-pressure clinics staffed by registered nurses and volunteers.

The chapter also intends to extend its services reach by the use of local community centers, where courses will be given in home nursing care, convalescent training and the like.

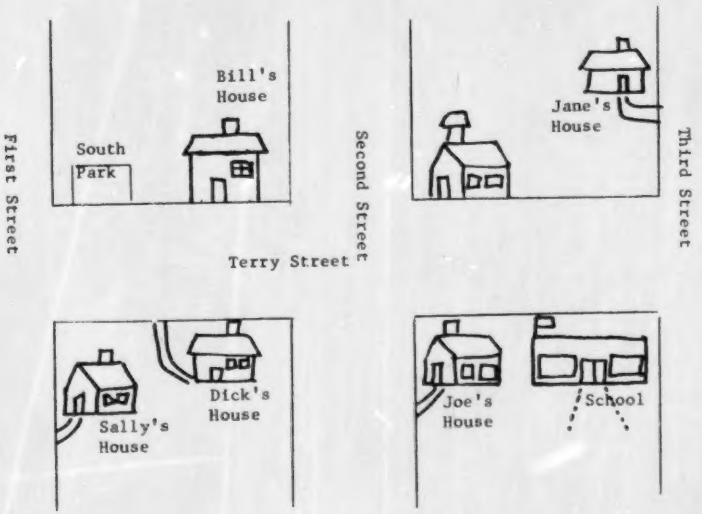
There should be no need to itemize for citizens in the chapter area its manifold services in behalf of human need and a better community. Last year, for example, 2,000 volunteers gave services to 50,000 persons, ranging from first aid, swimming, nursing, disaster training and 5,000 cases of aid to military personnel.

Now the Red Cross chapter needs our help. It is hard to see how the response could be anything but overwhelming.

The position taken by the author of this editorial is:

A. urging donations to the community
B. urging donations to the Red Cross
C. announcing Red Cross month
D. supporting the size of the new Red Cross headquarters

EXAMPLE 3.2.1 (From page 10)




Whose house is the closest to the school?

A. Jane's house
B. Sally's house
C. Dick's house
D. Joe's house

EXAMPLES 3.2.4 AND 3.3.5

From The Sacramento Bee, Vol 235, No. 38,763, Wed. March 5, 1975

Washington (UPI). The Environmental Protection Agency today proposed an even more sweeping delay than President Ford has recommended in automobile exhaust cleanup rules.

EPA administrator Russell E. Train told a news conference that limits for two major health hazardous pollutants--hydrocarbons and carbon monoxide--should be frozen at their present levels until 1980.

He said the reason for the delay is that catalytic converters used to control exhaust pollution are causing more health problems than they may be solving.

Train granted the automobile industry's request for a one-year delay in standards affecting 1977 model cars and said he would recommend that Congress let the current levels stand until 1980 or 1981 model years.

Example 3.2.4 (From page 13)

Select from the following the best title for this news article:

A. The Environmental Protection Agency
B. Catalytic Converters
C. Exhaust Fumes into 1980's
D. Controlling Exhaust Fumes

Example 3.3.5 (From page 15)

A person whose major social concern is the protection of the environment would consider which of the alternatives given as essential in reply to recommendations made by Russell E. Train?

A. The use of catalytic converters should be delayed.
B. The use of catalytic converters should be continued.
C. Catalytic converters should be improved.
D. Catalytic converters should be outlawed.

3.0 COMPREHENSION (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 3.2 Sequence (Cont.) | | | | | |
| 3.2.3 Cause and Effect (Infer the reasons for certain happenings or actions) | X | X | X | The student will select the most appropriate cause and effect relationship from a list of four alternatives. | (Refer to poem in 3.1.L)<br>Why did the boy take the toys back?<br>A. The man in the store wouldn't sell the toys.<br>B. He didn't have enough money.<br>C. He couldn't fit the toys in his bag.<br>D. His mother told him to take them back. |
| 3.2.4 Main Idea (Infer, when not specifically stated, the central theme of a selection) | X | X | X | The student will select from four alternatives the most appropriate headline for the given news article. | (Example shown on previous page) |
| 3.2.5 Cognitive Outcomes (Infer consequences of and make predictions regarding a unit of meaning) | X | X | X | The student will select from four alternatives a possible solution to the problem created in the story. | (Example shown on next page) |
| 3.2.6 Author's Direction and Purpose (Infer, when not specifically stated, the point of view of the author in a selection) | X | X | X | The student will select from five alternatives the most appropriate answer for the feeling the author is trying to develop within the passage. | The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware . . .<br>(From National Assessment of Educational Progress)<br>What kind of feeling is the author trying to develop in the paragraph?<br>A. amusing<br>B. frightening<br>C. gay<br>D. ridiculous<br>E. sad |

EXAMPLE 3.2.5 (From page 13)

One day two large crates were loaded on a big ship to cross the ocean to New York City. The two crates were just alike. One crate had a big, angry ape in it and was to go to the New York City Zoo. The other crate had costumes in it, and it was to go to the Fox Theatre.

On the way across the ocean there was a bad rain storm. The addresses on the crates were washed away.

When the crates were unloaded, the addresses were gone. The men who unloaded the crates knew that one was to go to the zoo and the other to the theatre. They decided to guess and send one crate to the zoo and the other crate to the theatre.

The men at the zoo opened the crate and found costumes. They were puzzled. The men at the theatre opened the crate and saw the big angry ape. They ran out of the theatre and locked the door.

How do you think they got the ape out of the theatre?

A. They kept the ape locked in the theatre.
B. They fed the ape.
C. They let the ape run away.
D. They called the men at the zoo to come and get the ape.

EXAMPLE 3.3.2 (From page 15)

The steps in changing a tire on an automobile are:

1. Set the gear and the handbrake on a car.
2. Open the trunk and remove the spare tire.
3. Put the jack under the axle by the tire that is to be changed.
4. Raise the jack to the point where the wheel is off the ground.
5. Remove the hubcap.
6. Remove the lug bolts.
7. Remove the wheel.
8. Put the spare wheel in place.
9. Tighten the lug bolts.
10. Replace the hubcap
11. Remove the jack.

If the steps in changing a tire were reordered, which one of the following reordering of steps would make it difficult to change the tire?

A. Step 2 before Step 1
B. Step 3 before Step 2
C. Step 4 before Step 2
D. Step 5 before Step 3

EXAMPLE 3.3.3 (From page 15)

The Crow Indian tribe, before the white man moved West, roamed the Western plains. They followed the buffalo. They made their homes from the hides of the buffalo. The buffalo was the main source of food for the Crow Indians.

Why were buffalo hides a good material for the homes of the Crow Indians?

A. Buffalo hides were warm and protected them.
B. Buffalo hides were light and can be easily moved from place to place.
C. Buffalo hides were the only building material on the plains.
D. Buffalo hides were strong.

EXAMPLE 3.3.4 (From page 15)

Charlie was a little brown bear. Charlie was never happy. He always wanted something different. He wanted to swim like a fish. He wanted to fly like a bird.

One day old Mr. Groundhog stuck his head out of his hole and told Charlie to go to the wishing pond in the middle of the forest. He told Charlie to make a wish at the wishing pond and he would get his wish.

Charlie walked to the middle of the forest to the wishing pond. He wished for wings so that he could fly like a bird. Big, brown wings grew on Charlie's back. He flapped and flapped his wings and went soaring over the forest. He flew around and around waving and smiling at all the other animals in the forest.

The animals of the forest laughed when they saw a flying bear.

This story is about.

A. real people
B. make-believe people
C. make-believe animals
D. real animals

3.0 COMPREHENSION (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 3.3 Critical Comprehension (To make an evaluative judgment by comparing ideas or information presented in the selection with some external criteria or by internal criteria provided by the reader's experience, knowledge, or values, as well as judgments which focus on the qualities of accuracy, acceptability, desirability, or worth) | | | | | |
| 3.3.1 Details (Evaluate with some external criteria authenticity and adequacy of details given) | X | X | X | The student will select from four statements the statement of fact. | Read each statement and evaluate each statement for accuracy. Mark the statement which gives you the facts.<br>A. John F. Kennedy was a great President of the United States.<br>B. John F. Kennedy was a handsome man.<br>C. John F. Kennedy was assassinated in Dallas on November 22, 1963.<br>D. John F. Kennedy was assassinated by Lee Harvey Oswald and others. |
| 3.3.2 Sequence (Make evaluative judgments about the sequence of events or action; for instance -- if the events had occurred in some other order, how would things be different?) | X | X | X | The student will select from four alternatives the sequence requested. | (Example shown on previous page) |
| 3.3.3 Cause and Effect (Make evaluative judgments about the adequacy of the cause and effect relationship stated or inferred in the selection) | X | X | X | The student will read a passage, evaluate the information, and select the best of four alternatives to answer the question. | (Example shown on previous page) |
| 3.3.4 Main Idea (Make evaluative judgments about the most appropriate central theme of a selection) | X | X | X | The student will identify the main theme of the passage as well as evaluate it as a real or make-believe theme from four alternatives. | (Example shown on previous page) |
| 3.3.5 Cognitive Outcomes (Evaluate the consequences) | | X | X | The student will select from four alternatives the consequences of a recommendation as seen by a group with opposing views. | (Example shown on page 12) |
| 3.3.6 Author's Direction and Purpose (Evaluate judgments, traits and motives written or inferred in a given passage) | | X | X | The student will select from four alternatives the author's theme in the editorial. | (Example shown on next page) |

EXAMPLE 3.3.6 (From page 15)

The Sacramento Bee, Vol. 235, No. 38,764, Thurs. March 6, 1975

Vice President Nelson Rockefeller's disavowal of presidential ambition is notable not alone for its political implications, but even more for the statesmanlike reasons he gave.

Referring to suggestions that President Ford might step aside in 1976 and leave the nomination bid open to the vice president, Rockefeller snapped:

"Nobody's talking about that unless they've got a hole in their head. I resent it as a politician that people think that all I'm interested in is politics, when I'm trying to solve the problems of today. If you'd just take me at my word -- which nobody has ever done, because I'm too simple."

Rockefeller's statement rings with truth. He's 66, is convinced Ford will be the Republican candidate next year, and considers the prospect of a Rockefeller candidacy in 1980 absurd, considering the age factor.

It goes without saying this posture would change entirely if Ford did, indeed, bow out as a candidate for 1976, but that's beside the point at this time.

He has been given by Ford important and powerful influence on administration policies and programs at a time when the nation faces scores of critical problems and challenges.

There is commendable dignity and persuasiveness in the vice president's flat declaration:

"I'm fed up with that stuff -- with politics. This is no time for it. I bitterly resent people who talk about politics in the future when we've got tremendous human problems today. It's in poor taste and offensive to the American people."

Taken on its face, Rockefeller's emphasis on solving the nation's immediate urgent problems as being his foremost concern, rather than his own political future, is the kind of spirit sorely needed today.

Even granting the unpredictables of politics might find Rockefeller's posture different a year hence, he has nonetheless put a heartening perspective on the distinction between politics as usual and the role of public servant.

What is the author's theme in this editorial?

A. The author dislikes Rockefeller.
B. The author wants Rockefeller to run for president in 1976.
C. The author is praising Rockefeller for his stand as a public servant.
D. The author is for President Ford.

# Test Content Specifications for California State Reading Tests
# Grades Two, Three, Six, and Twelve

## 4.0 STUDY-LOCATIONAL SKILLS

| Subskills/Content | Grade Level 2-3 | Grade Level 6 | Grade Level 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 4.1 Dictionary (Tool for finding out information about words) | | | | | |
| 4.1.1 Locational Skills (Ability to find words in a dictionary) | | | | | |
| a. Alphabetizing (Arranging words in a precise order determined by the sequence of the letters of the alphabet) | X | X | X | Given a set of 5-10 words arranged in a random order, the student will indicate which word will be third in alphabetical order. | Which of the following words would be <u>third</u> in alphabetical (ABC) order?<br>A. ball<br>B. ballet<br>C. ballot<br>D. balloon<br>E. balked |
| b. Guide Words (Words at the top of pages in a dictionary as a clue to locating entry words rapidly) | | X | X | Given 3-5 sets of dictionary guide words and given an entry word, the student will select the appropriate guide words for the entry word. | Below are sets of dictionary guide words. Which would be the guide words on the page where you would find the word <u>cameo</u>?<br>A. cal - cbr<br>B. cab - cac<br>C. bet - bez<br>D. way - wex<br>E. cem - cer |
| 4.1.2 Pronunciation Key (Symbols used on easily recognized words as a guide to the pronunciation of unfamiliar words) | | X | X | Given a phonetic key, 3-5 words, and their possible pronunciations, the student will identify the word followed by the correct phonetic key. | Which of the words below is followed by its correct phonetic key?<br>A. cat (sat)<br>B. rate (rit)<br>C. cut (kæt)<br>D. line (lion)<br>E. rule (rōōl) |

4.0 STUDY-LOCATIONAL SKILLS (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 4.1 Dictionary (Cont.) | | | | | |
| 4.1.3 Meaning Appropriate to Content (Selecting correct definition, when more than one is given, from the context in which the word is used) | | X | X | Given one definition of an entry word, the student can select the correct context for that definition from 3-5 choices. | In which sentence does <u>hand</u> refer to applause?<br>A. The farm hand was rewarded.<br>B. The big hand was on twelve.<br>C. On the other hand, I believe he is correct.<br>D. He gave her hand in marriage.<br>E. They gave him a big hand. |
| 4.2 Parts of Books (Locate information by using index, table of contents, etc.) | | | | | |
| 4.2.1 Table of Contents (Located in the front of the book, a listing of selections or major headings in sequential order, with their page numbers) | X | X | X | Given a topic, the student will select the correct pages from a 3-5 item table of contents. | On which pages will you find information on the topic of butterflies?<br>Table of Contents<br>Chapter IV Animals Pages<br>A. Felines 18-40<br>B. Reptiles 41-49<br>C. Canines 50-64<br>D. Insects 64-97<br>E. Birds 97-114 |
| 4.2.2 Index (Located in the back of the book, a listing of selections of topics in alphabetical order with their page numbers) | | X | X | Given a topic, the student will select the correct page from a 3-5 item index. | On which page or pages will you find information regarding sanitation?<br>A. razors, 23<br>B. receiving stolen property, 27<br>C. religion, 77-8<br>D. restrooms, 8<br>E. rewards, 50-1 |
| 4.2.3 Glossary (Definitions of selected words contained within a book) | | X | X | Given the subject area treated in a book, the student can select from 3-5 choices the words that would most likely appear in the glossary of that book. | Which entry would probably <u>not</u> be included in the glossary of a history book.<br>A. president - elected leader of a democracy<br>B. ruler - stick used to measure length<br>C. state - (1) a subdivision of a nation (2) an independent nation |

4.0 STUDY-LOCATIONAL SKILLS (Continued)

| Subskills/Content | Grade Level 2-3 | 6 | 12 | Illustrative Performance Mode | Example |
|---|---|---|---|---|---|
| 4.2 Parts of Books (Cont.) | | | | | |
| 4.2.4 Bibliography (List of selected references related to topics in the book) | | X | X | Given an entry from a bibliography, the student can identify the correct interpretation of the entry from 3-5 choices. | Smith, Frank. Psycholinguistics and Reading. New York: Holt, Rinehart, and Winston, 1973.<br><br>Which statement is a correct interpretation of the above entry from a bibliography?<br><br>A. The book has 1973 pages.<br>B. The author lives in New York.<br>C. Frank is the author's first name.<br>D. Holt, Rinehart, and Winston are the editors.<br>E. Psycholinguistics and Reading is the title of a selection in a magazine. |
| 4.3 Library (Locating materials needed) | | | | | |
| 4.3.1 Card Catalog (Listing of all library materials by title, author, and subject) | | X | X | Given a subject to locate in a card catalog, the student will select from 3-5 choices the drawer with the correct label. | In the library, which drawer in the card catalog would be used to locate information on Lamaism. The drawer labeled:<br><br>A. Law - Let<br>B. Lab - Len<br>C. Lor - Loz<br>D. Lew - Lg<br>E. Land - Loss |
| 4.3.2 Reference Books (e.g., encyclopedia, Readers' Guide to Periodical Literature, etc.) | | X | X | Given a common reference source, the student will select from 3-5 choices the kind of information privided by that source. | The Readers' Guide to Periodical Literature is a reference to:<br><br>A. books<br>B. encyclopedias<br>C. magazines<br>D. newspapers<br>E. dictionaries |

# Appendix

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